2018

COLLEGE EQUITY REPORT

MEASURING GAPS IN EDUCATIONAL OPPORTUNITY

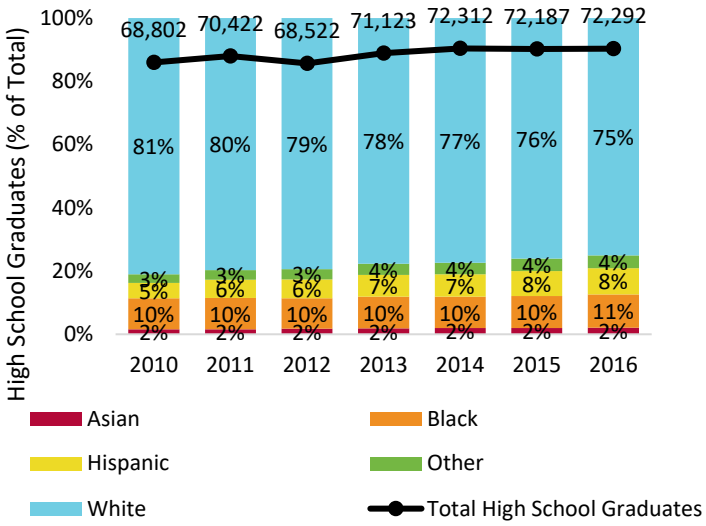
INDIANA COMMISSION for HIGHER EDUCATION

INTRODUCTION

Indiana's Changing Diversity Landscape

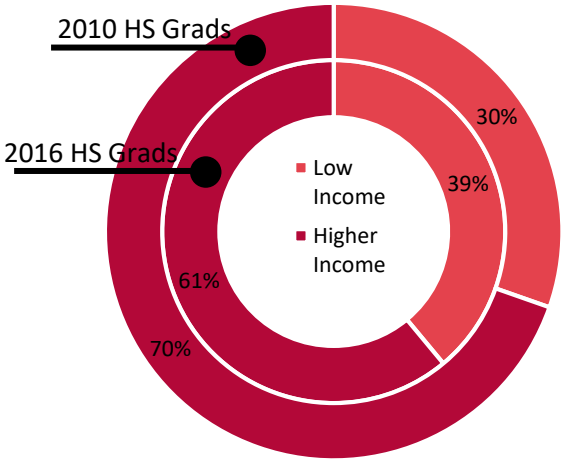
Population projections indicate that Indiana is to become increasingly more diverse in upcoming years, and these demographic changes are already reflected in Indiana's high school graduate pipeline.

Between 2010 and 2016, the share of high school graduates associated with non-White racial/ethnic groups grew by 6 percentage points, with the fastest growing population identifying as Hispanic.



Low-income students have also made up a larger portion of the high school graduate pipeline in recent years. Over one-third (39%) of high school graduates in 2016 were identified as low-income – up from roughly 30% in 2010.

The majority of growth in the low-income share was observed between 2010 and 2013, which may be the result of reductions in income as Hoosier families experienced the aftershocks from the Great Recession.



Equity and Achievement Gaps

For the purpose of this report, **equity** refers to the idea that a student's social circumstances should not dictate his or her chance of academic success. Equity is measured by observing areas where it does not exist – gaps between students with different backgrounds. These gaps are known as **achievement gaps**.

To measure equity, this report takes a look at five achievement gap indicators, while focusing on four demographic populations.

Achievement Gap Indicators:

- Pre-College Success
- College-Going Rates
- Early Success in College
- On-Time College Graduation Rates
- Extended College Graduation Rates

Demographic Populations:

- Gender
- Race/Ethnicity
- Socioeconomic Status
- Rural/Non-Rural Classification

***Please see data notes for more information*

Closing the Achievement Gap

An achievement gap is considered closed if a traditionally disadvantaged population succeeds at least as often as their peers. In other words, if the student's academic success is not determined by their background.

In 2013, the Indiana Commission for Higher Education passed a resolution to **cut the achievement gap in half by 2018** and **close the achievement gap by 2025**.

The value Indiana places on closing achievement gaps is also reflected in the state's postsecondary performance funding formula, which allocates dollars for increased degree production and on-time degree completion among Pell Grant recipients.

About the 2018 Equity Report

The Commission's 2018 College Readiness and College Completion Reports indicate increased levels of college preparation and completion among Hoosier students.

Using data from the Indiana Department of Education and the Indiana Commission for Higher Education, this report provides a closer look at college access, readiness and completion statistics by student demographic populations.

While this report provides a snapshot of Indiana's progress toward addressing equity and the achievement gap, more information and additional data points can be found at che.in.gov.

INDIANA'S COLLEGE ACHIEVEMENT GAP: HALF CLOSED

In 2013, the Indiana Commission for Higher Education passed a resolution to cut the achievement gap in half by 2018 and close it completely by 2025.

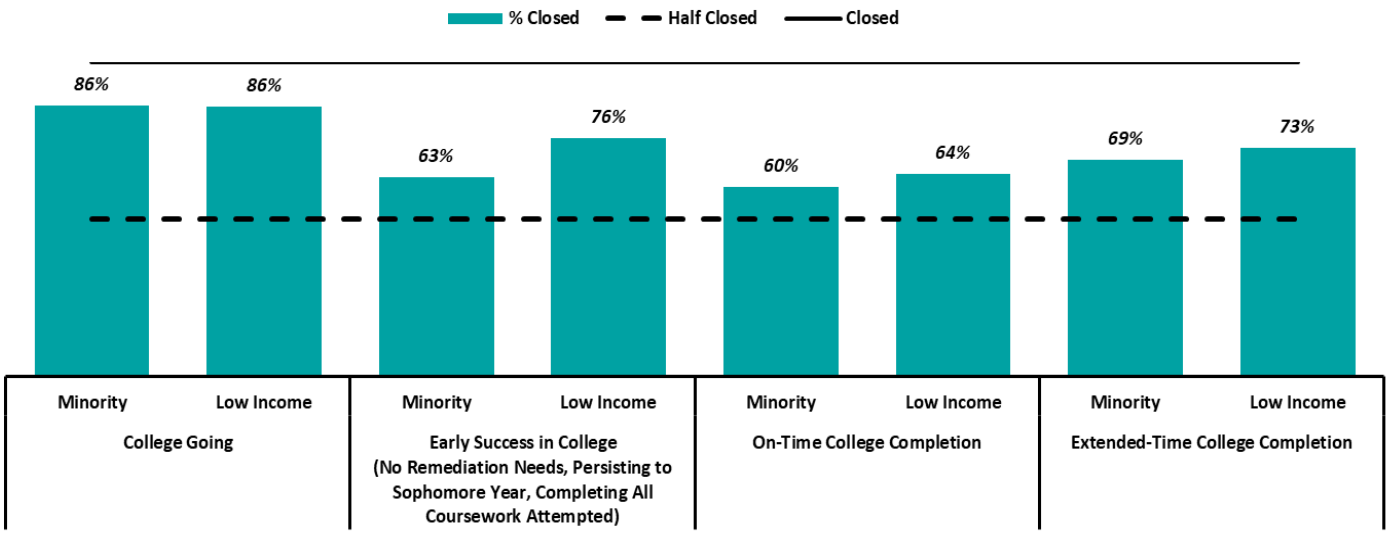
As illustrated by the graphs below, the achievement gap – as measured by college going, early success in college and college completion – is over halfway closed when comparing low-income and minority students with the overall student population, as well as their White or higher-income peers.

While much progress has been made, additional efforts are necessary to completely close these gaps by 2025.

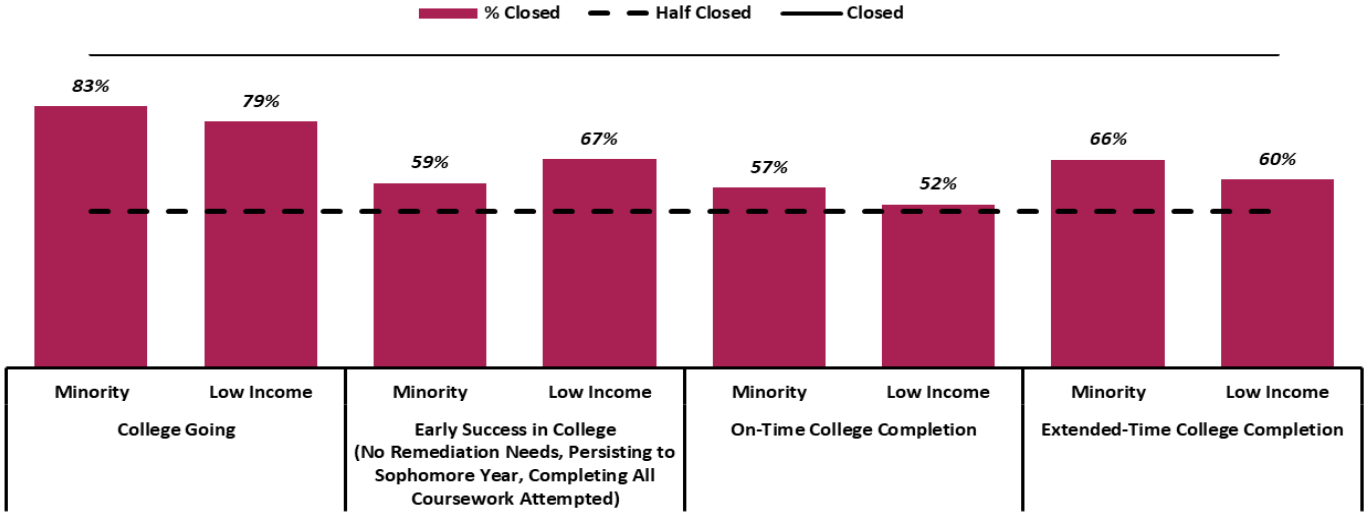
While reforms and other efforts appear to be working, the improvements were not equally distributed across all groups. Despite improvements among Black and Hispanic students on nearly all metrics over the past years, White students occasionally saw even faster improvements.

At least among low-income students, Indiana has found a way to significantly improve attainment and close gaps between low-income students and their wealthier peers – the 21st Century Scholars program. On several metrics, Scholars are now outperforming the state average and are on pace to close the gaps on other metrics.

Current Status of Achievement Gaps (Compared to the Overall Population)



Current Status of Achievement Gaps (Compared to White or Higher-Income Peers)

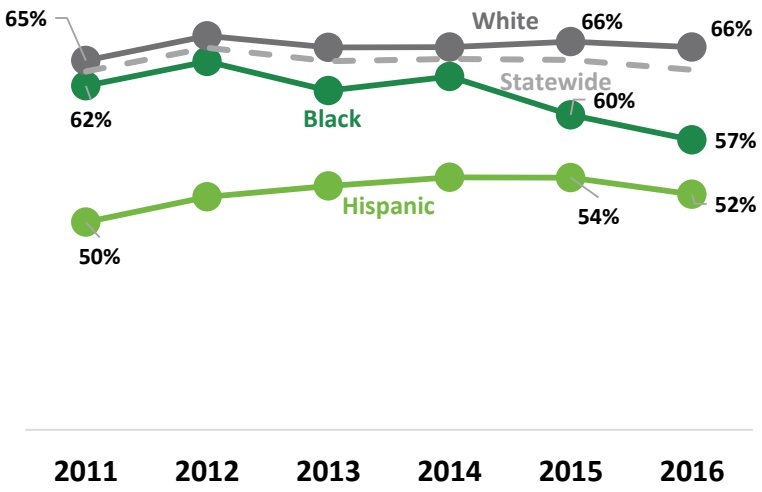


ACHIEVEMENT GAPS REMAIN FOR MINORITY STUDENTS

College Going Rate: Hispanic students are the least likely racial/ethnic group to enroll in college

- In 2016, 52% of Hispanic students enrolled in college compared to 57% of Black students and 66% of White students.
- As Hispanic students continue to make up a larger portion of the higher education pipeline, more efforts are needed to increase college access rates for these students.

College-Going Rates

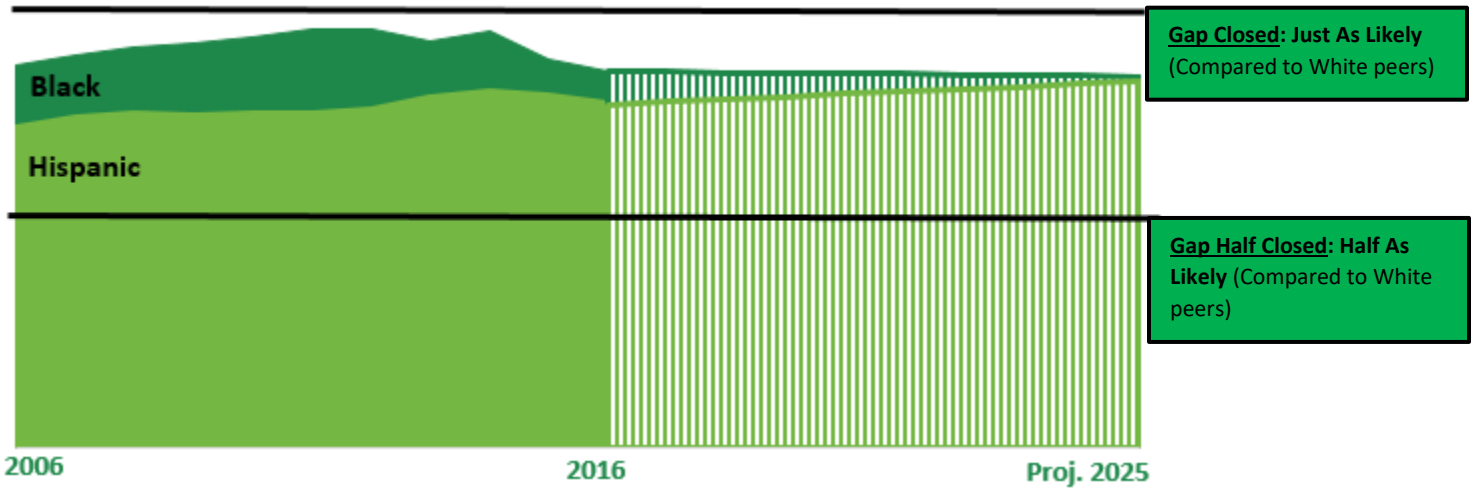


College Going Rate Projection:

College going trends among minority populations are heading in opposite directions, which poses a challenge toward closing the achievement gap by 2025. Between 2011 and 2016, the college going rate for Hispanic students increased at two to three times the rate of White Students. During the same time period, Black students experienced a five percentage point decline in college going.

If these trends continue, Black and Hispanic students will be roughly 20% less likely than their White peers to go directly to college after high school graduation.

2025 Projections of College-Going Achievement Gaps (Minority Students)

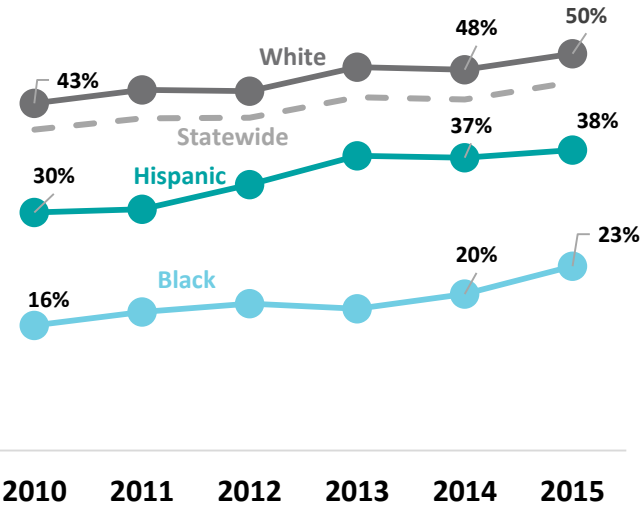


Early Success in College: Black students are less likely than peers to be ready for college coursework

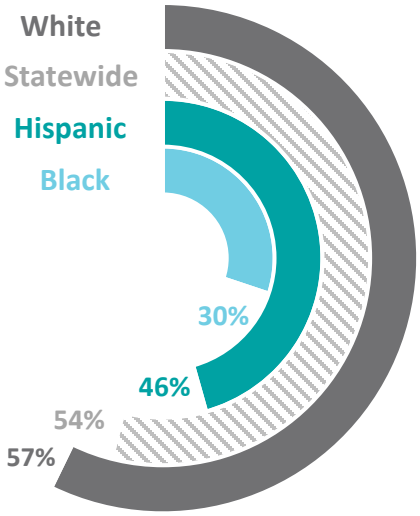
- In 2015, 50% of White students met all three areas of early success in college – no remediation, persistence to second year and completing all credits attempted – compared to 38% of Hispanic students and 23% of Black students.

- For Black students, the largest gap comes from failing to complete all credits attempted. In the 2015 high school cohort who entered an Indiana public college within one year of graduation, 30% of Black students completed all coursework they attempted in the first year.

Early Success in College



% Completing All Coursework Attempted in First Year

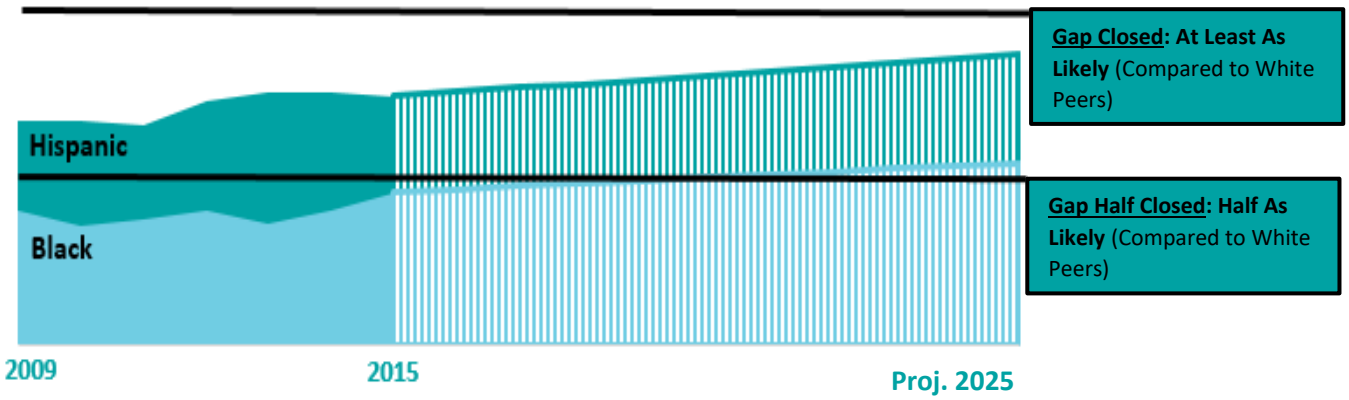


Early Success in College Projection:

Early success in college trends show that gaps for minority students are closing, but not at a rate to close gaps by 2025.

Between 2010 and 2016, the percentage of Black students hitting all three areas of early success in college increased by seven percentage points, while Hispanic students hitting all three areas of early success in college increased by eight percentage points. During the same timeframe, early success in college rates increased by roughly six percentage students for White students and the overall student population.

2025 Projections of Early Success in College Achievement Gaps (Minority Students)



On-Time Graduation Rate: On-time completion continues to increase for minority students, but gaps remain

- Across all four and two-year campuses, on-time completion rates for minority students (Black and Hispanic) have increased by over five percentage points over the last five years.
    - At four-year campuses, the on-time completion rate improved by twelve percentage points for Hispanic students and by seven percentage points for Black students.
    - At two-year campuses, the on-time completion rate improved by eight percentage points for Hispanic students and by five percentage points for Black students.

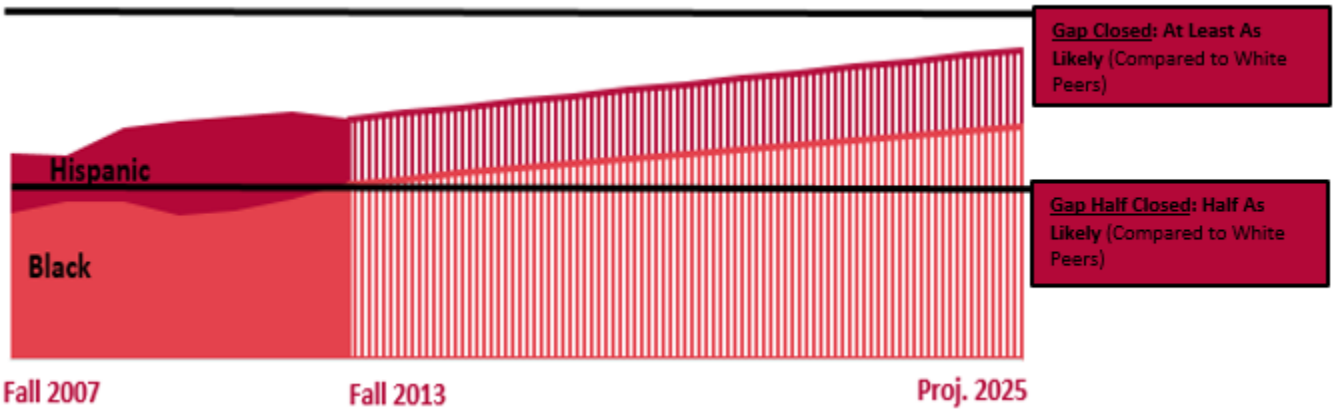
On-Time Graduation Rate Projection:

Current progress indicates that gaps in on-time college completion for minority students will still remain in 2025.

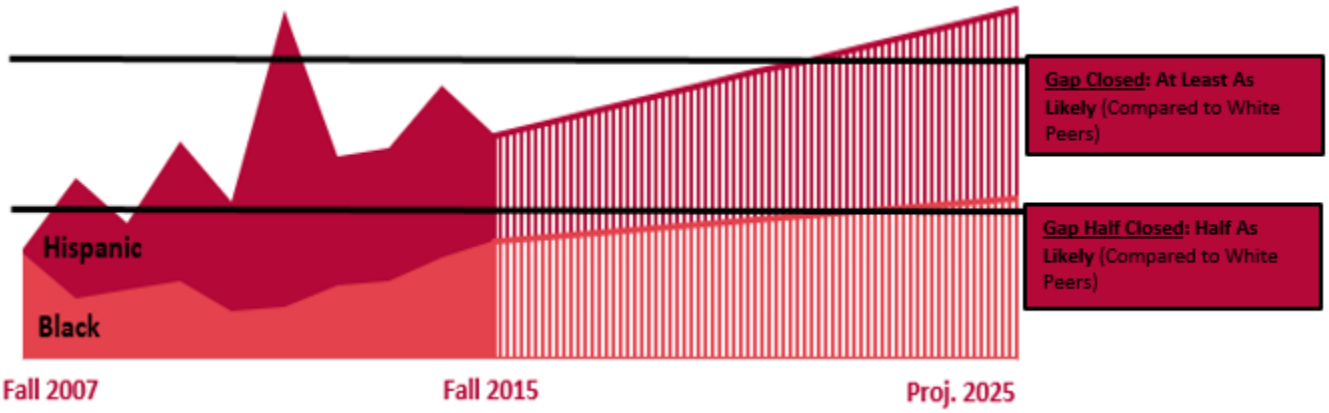
The only gap that is on track to close by 2025 is between Hispanic and White students at two-year institutions. That said, progress in on-time completion rates have not increased at a level to close all gaps by 2025.

2025 Projections of On-Time Completion Achievement Gaps (Minority Students)

Indiana Public Four-Year Campus



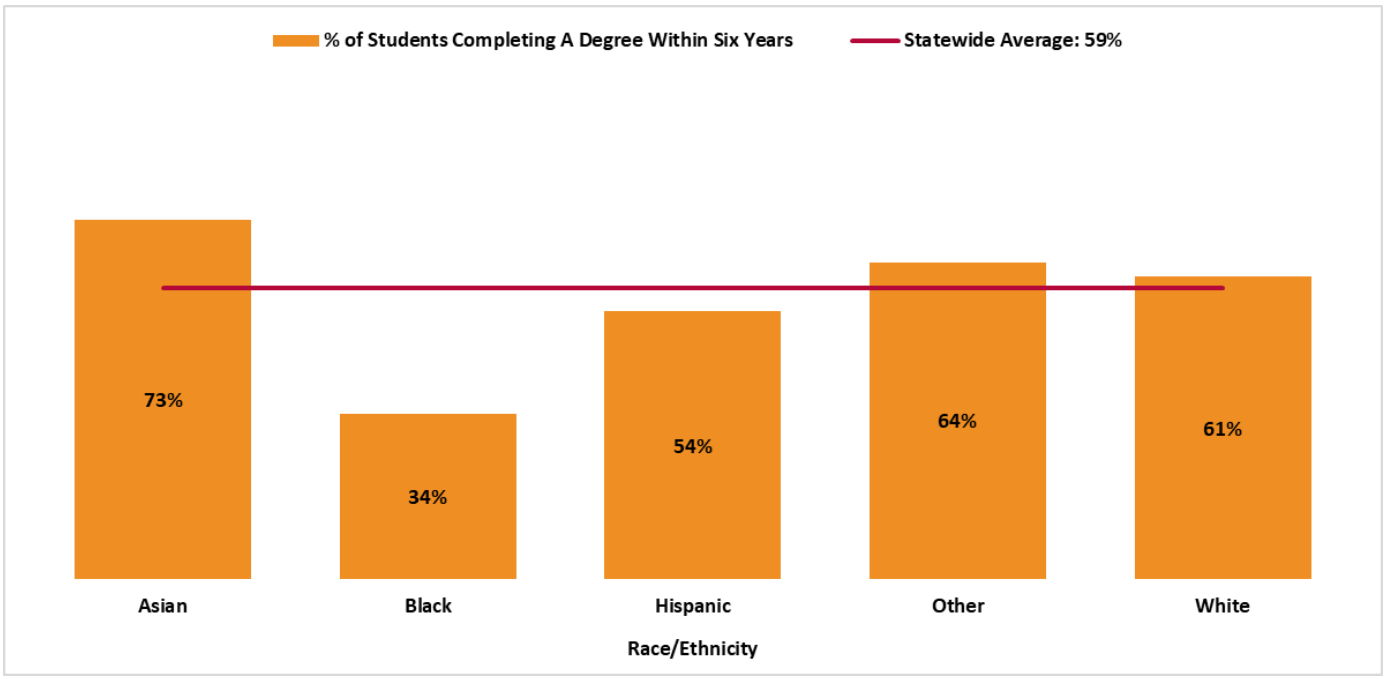
Indiana Public Two-Year Campus



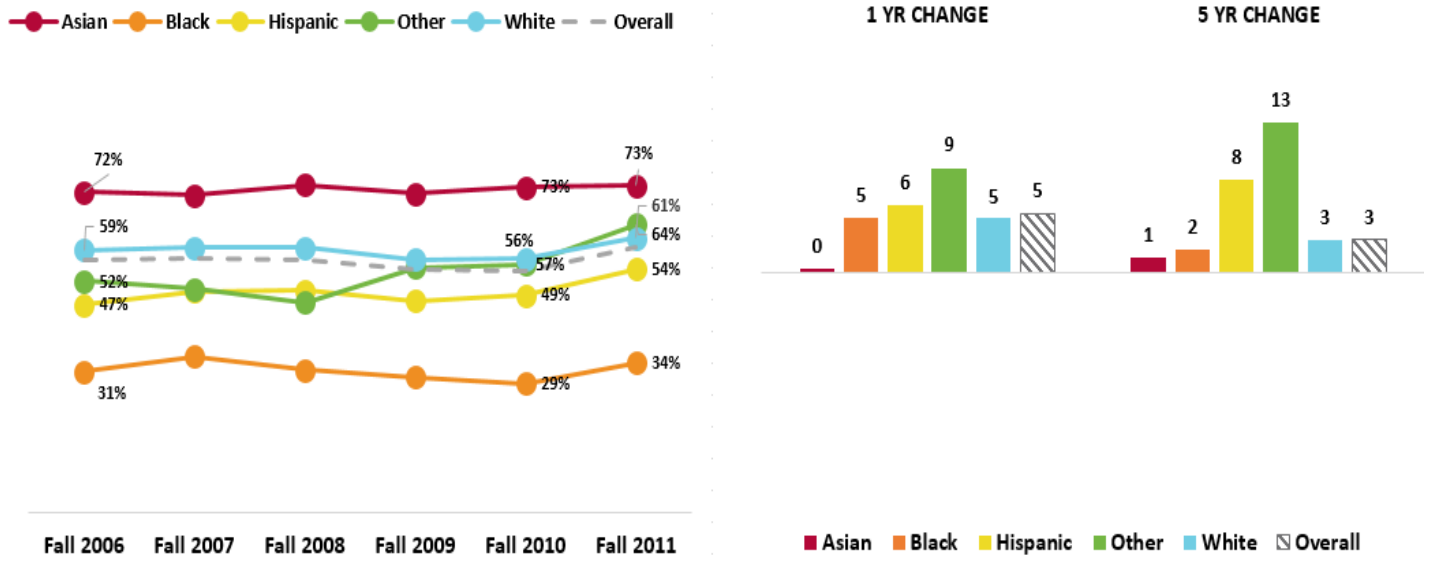
Extended Graduation Rate: Extended graduation rates continue to rise for all student populations

- 59% of Hoosier students graduate college within the extended timeframe of six years.
- When the data is disaggregated by race/ethnicity, Asian students are most likely to complete college within the extended timeframe (73%), while Black students are the least likely (34%).
- Over the past five years, extended graduation rates rose the most for the Other and Hispanic populations.

Extended Graduation Rates by Student Demographics



Trends in Extended College Completion by Race/Ethnicity



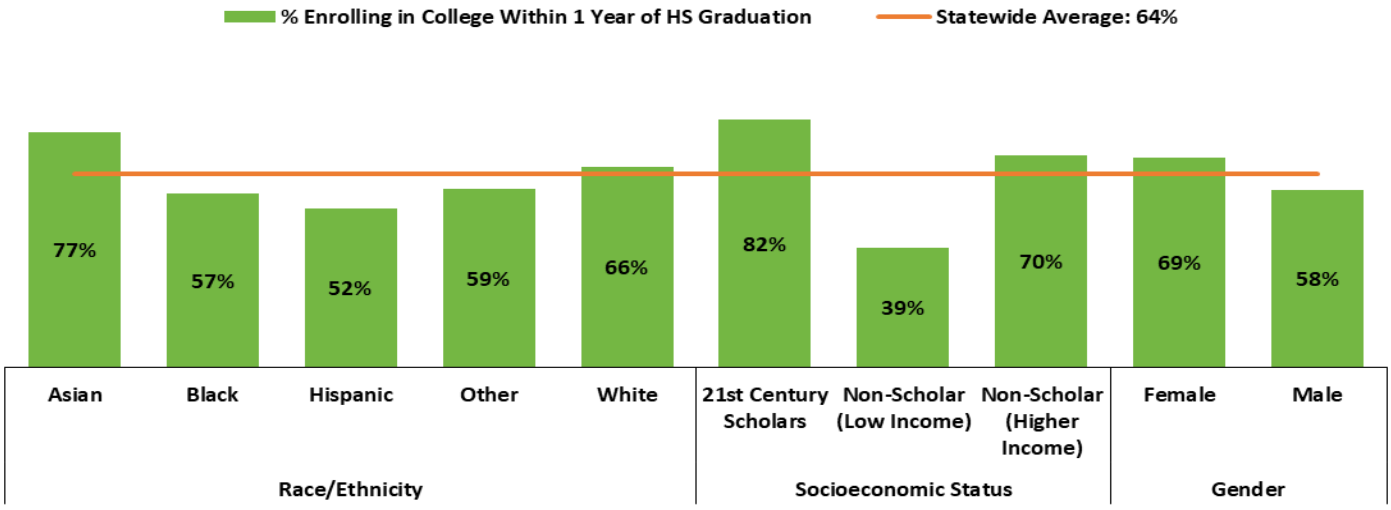
ACHIEVEMENT GAPS HIGHLIGHT NEED FOR IMPROVEMENT

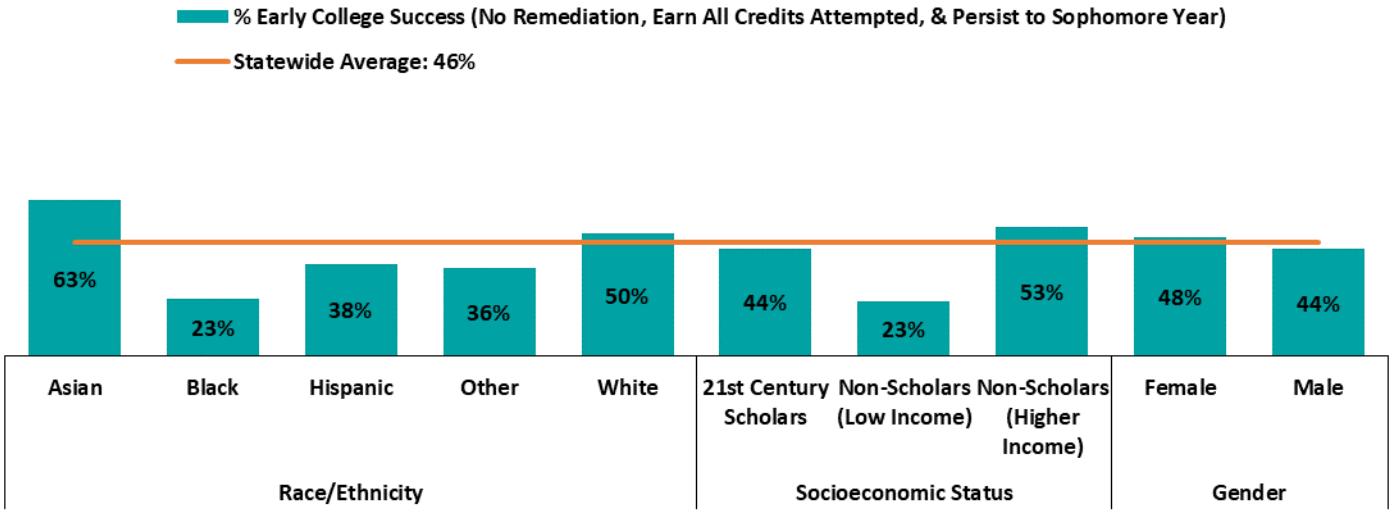
The correlations, or lack thereof, between college going and early success in college for various populations may indicate areas worth exploring in order to identify ways to improve the educational pipeline.

- Compared to other racial/ethnic groups, Black students were significantly less likely to meet all three college readiness measures. Although Black students have a college-going rate that is close to the state average, it is clear that Black students are not as prepared for college.

- Hispanic students were the least likely group to enroll in college, but have early success in college rates above that of students in Black and Other race/ethnicity groups.

- Moreover, the high college-going rates among 21st Century Scholars cannot be entirely attributed to their academic preparation. This might be an indication that financial aid, along with wraparound services and the Scholars Success Program, play a large role in students' college-going decisions.



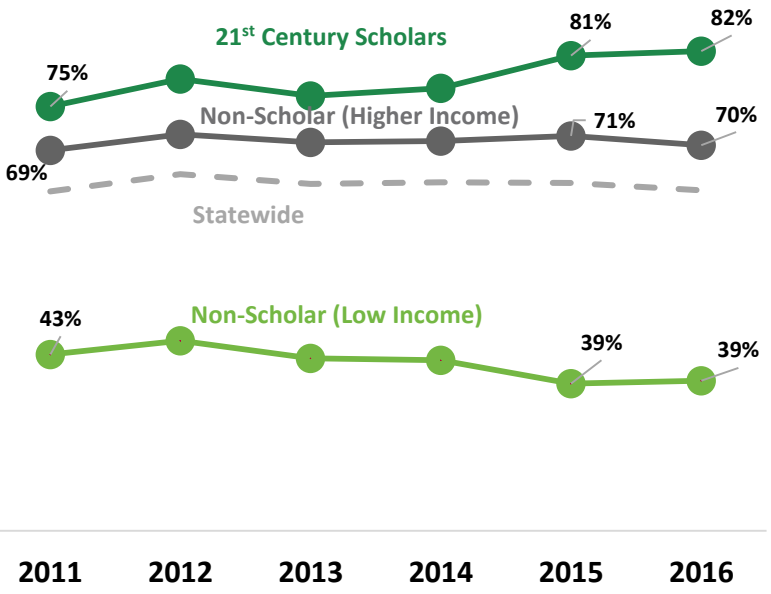


21ST CENTURY SCHOLARS CONTINUE TO OUTPERFORM PEERS

College-Going Rate: 21st Century Scholars continue to outpace both low and higher-income peers

- In 2016, 21st Century Scholars saw the highest college going rate (82%) among all demographic populations.
- The college going rate for Scholars was over double that of their low-income peers (39%) and 12 percentage points higher than their higher-income peers (70%).
- Over the last 5 years, the college going rate for Scholars increased by seven percentage points, while the college going rate for higher-income students increased by one percentage point. During this time, low-income non-Scholars rates declined by four percentage points.

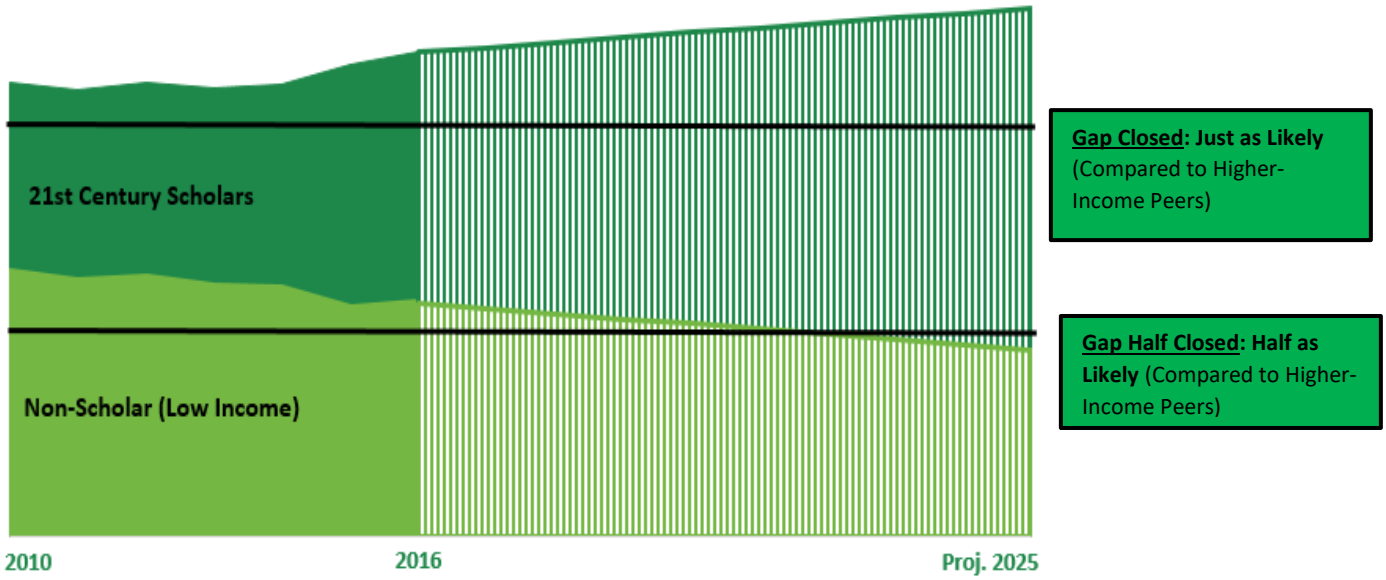
College-Going Rates



College-Going Rate Projection:

If these trends continue at the current rate, the gap in college access for low-income, non-Scholars could widen such that these students are less than half as likely as their higher-income peers to access college within one year of high school graduation. That said, 21st Century Scholars would be more likely to access college than their low and higher-income peers.

2025 Projections of College Going Achievement Gaps (Low-Income Students)



Early Success in College: Scholars have made progress, but gaps remain for other low-income students

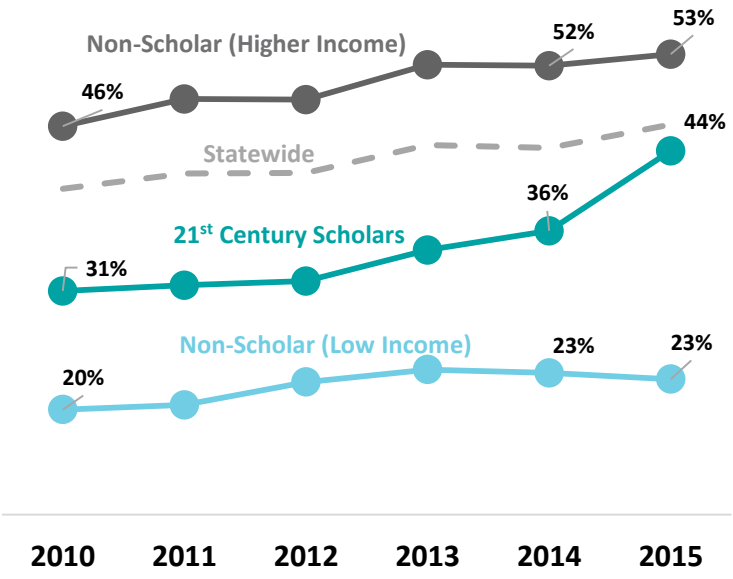
- Between 2010 and 2016, the percentage of 21st Century Scholars meeting all three areas of early success in college – no remediation, persistence to second year and completing all credits attempted – increased by 13 percentage points.

- Between 2014 and 2015 alone, the gap in early success in college rates between Scholars and the overall population was reduced to only two percentage points – a trend that coincides with:

    - New high school GPA requirements for Scholars

    - Increased outreach efforts at both state and institutional levels

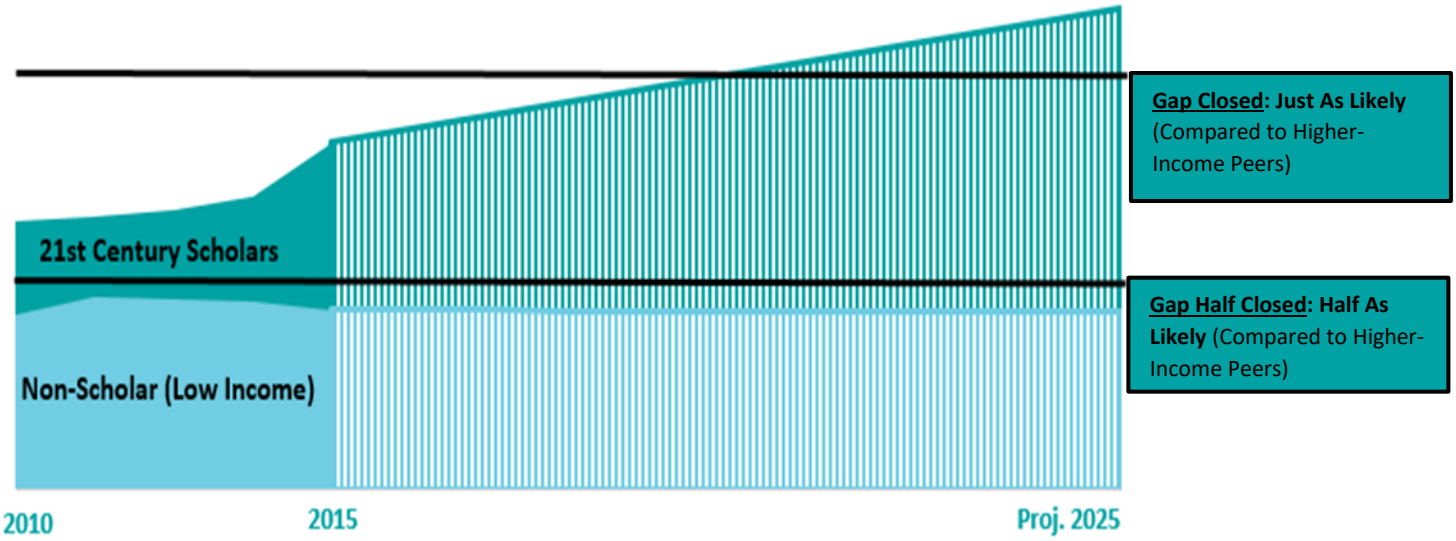
Early Success in College



Early Success in College Projection:

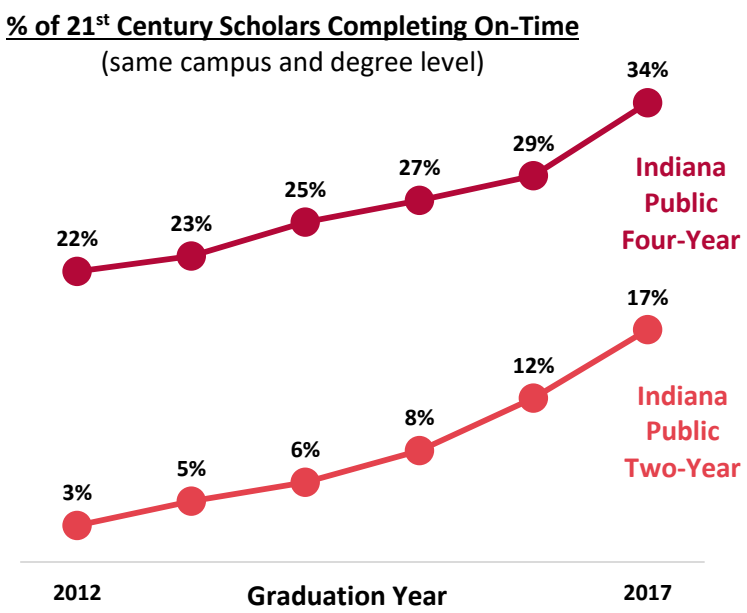
If progress continues at its current rate, the gap in early success in college between 21st Century Scholars and their higher- income peers is projected to close by 2025. However, gaps in early success in college for low-income students not participating in the 21st Century Scholars program could remain stagnant as their progress is expected to be outpaced by other comparison groups.

2025 Projections of Early Success in College Achievement Gaps (Low-Income Students)



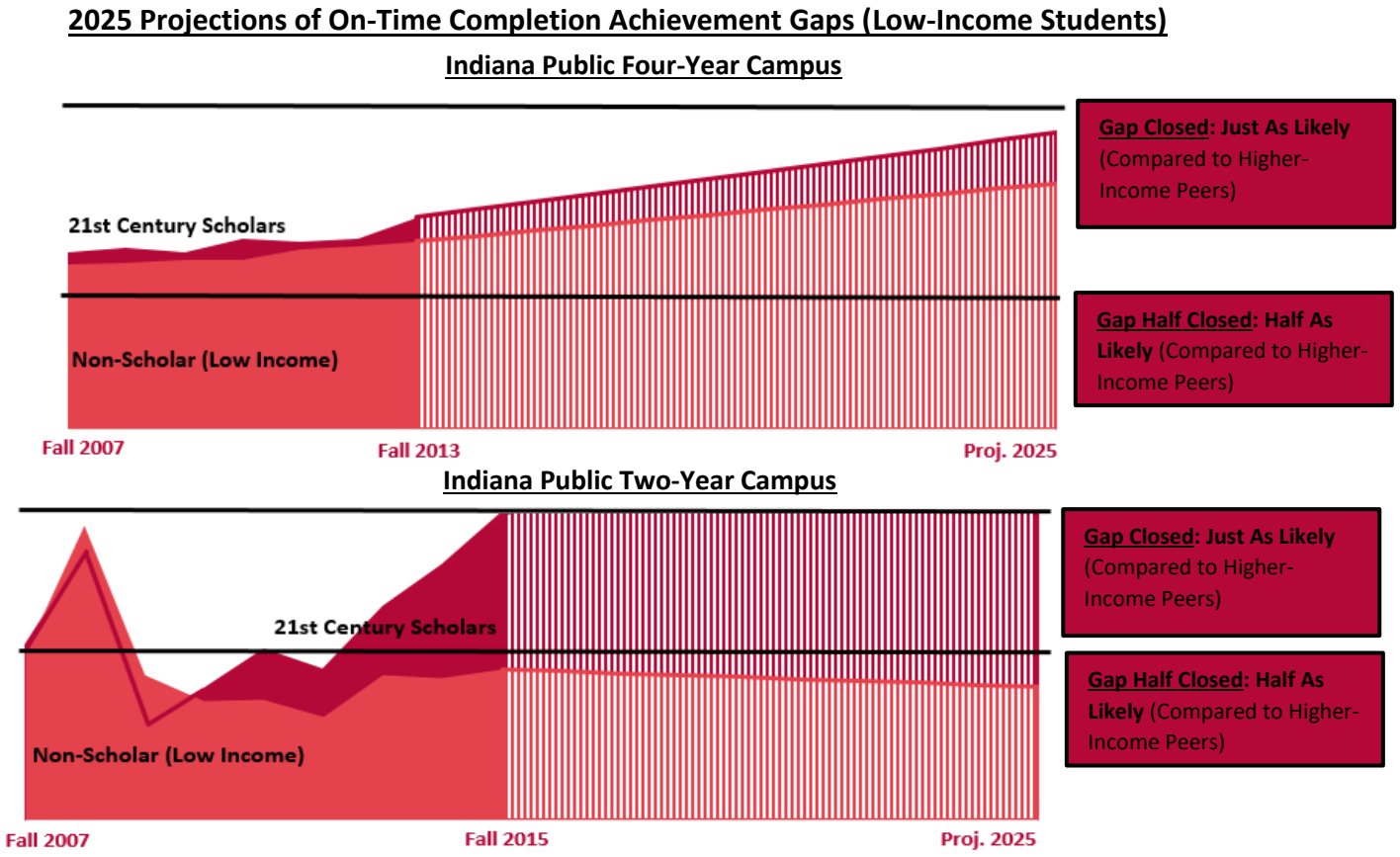
On-Time Graduation Rate: Scholars are improving at a greater rate than all other populations

- From 2012 to 2017, on-time graduation rates for 21st Century Scholars have increased by double digits across four and two-year Indiana public campuses.
  - Increase of 13 percentage points for public four-year institutions
  - Increase of 15 percentage points for public two-year institutions
- The improvement can be attributed in large part to the state financial aid reforms enacted by Indiana lawmakers five years ago, which required Scholars to complete at least 30 credit hours each calendar year.



On-Time Graduation Projection:

The gap in on-time completion is closed for 21st Century Scholars at two-year institutions. Current average progress suggests that gaps for Scholars at four-year institutions will be nearly closed by 2025 and there may be further gains as additional cohorts move through the completion pipeline.

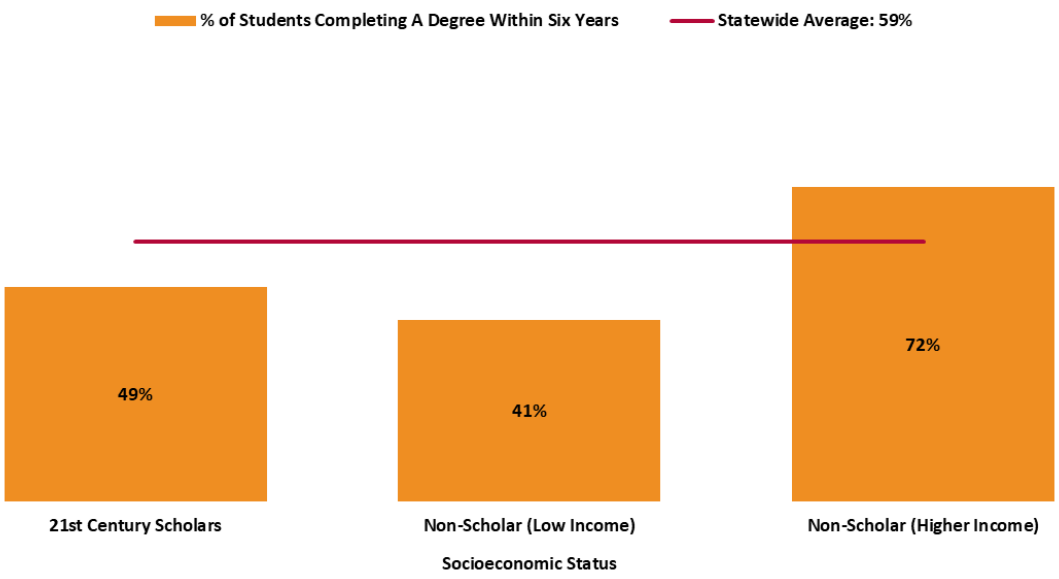


Extended College Graduation Rate: Extended rate continues to improve, but not as quickly as other metrics

- Over the past five years, extended graduation rates among public college enrollees improved across all demographic groups, but 21st Century Scholars did not improve as rapidly as they have on other metrics. This may be due to recent reforms for Scholars focusing on pre-college preparation, early success in college and on-time graduation.

- Additionally, Scholars only have four full years of eligibility for their financial aid, so it may not be surprising that while still improving on the six year graduation rate, the gains have not been as rapid as on the on-time graduation metric.

Extended Completion Rates by Socioeconomic Status



ABOUT THE DATA

General Notes and Sources:

Sources: Indiana Commission for Higher Education (ICHE); Independent Colleges of Indiana (ICI); Indiana Department of Education (IDOE), National Student Clearinghouse (NSC).

Indiana High School Graduates: Count of Indiana high school graduates are based on the total count of graduates reported on the IDOE-GR reports. Graduate counts are not IDOE cohort graduate counts and thus, may not match cohort graduate counts reported in other places, such as DOE compass. SOURCE: IDOE

College Completion Cohorts: Cohorts were created using data submitted by Indiana public institutions to the Indiana Commission for Higher Education (ICHE) through the CHE Data Submission System (CHEDSS). Student cohorts include students enrolling as first-time degree-seeking students in the fall of the year listed who were enrolled full-time (12 or more credit hours) as of institution census date. For the purposes of data consistency across multiple years, student enrollment status reported as end of term instead of census date was used for Vincennes University. Degree-seeking status represents students seeking a bachelor's degree (four-year institutions) and seeking a longer-term certificate or associate degree (two-year institutions). Cohorts were tracked longitudinally for on-time completion using subsequent data submitted by public institutions. SOURCE: ICHE

Pre-College Success (Indiana High School Graduates):

High School Diploma Type: High school diploma type received upon high school graduation. Honors represents students who received an Academic Honors Diploma, an Academic and Technical Honors Diploma, or an International Baccalaureate Diploma. Core 40 represents students who received a Core 40 Diploma or a Technical Honors Diploma. A small number of students were miscategorized as being both Scholars and General Diploma earners. The Scholars program requires students to earn a Core 40 or Honors Diploma. When disaggregating data for Scholars by diploma type, these students were removed from the analysis. SOURCE: IDOE

Pre-College Credit: Identification of whether a student earned dual credit from an Indiana public institution prior to graduation or passed (received a score of 3 or higher) at least one Advanced Placement exam. SOURCE: IDOE

AP Participation/Passing Exam Status: Represents students who sat for and/or passed (received a score of 3 or higher) at least one Advanced Placement exam. SOURCE: IDOE

Dual Credit Status: Represents students who earned/did not earn credit hours awarded by Indiana public colleges that were recognized by both the high school and the postsecondary institutions. Dual credit calculations include credits awarded by Indiana public colleges. SOURCE: ICHE

College Entrance Exam Readiness Benchmark: Represents students who passed/did not pass at least one college readiness benchmark score established by the testing agencies. The SAT benchmarks are 500 for both the Critical Reading and Mathematics sections. The ACT benchmarks are 18, 22, 22, and 23 for the English, Mathematics, Reading, and Science sections, respectively. If no SAT or ACT score was on file for the student, s/he was reported as not taking a college entrance exam. Data are only available between 2012 and 2014. SAT and ACT scores and benchmarks are presented on the scale associated with the 2014 high school cohort as that is the latest year of data available. SOURCE: IDOE

College-Going Rates (Indiana High School Graduates):

College Enrollment: Represents students reported as enrolled in postsecondary education, regardless of institution type, within the year following high school graduation (e.g., for 2016 high school graduates, postsecondary enrollment is counted for 2016-17 school year). A student was considered enrolled only if a) s/he was enrolled as a degree or certificate seeking undergraduate student and b) s/he was enrolled for the equivalent of at least one semester during the school year. SOURCES: ICHE, ICI, NSC

Indiana Public College Enrollment: Represents students reported as enrolled in an Indiana public postsecondary institution. SOURCE: ICHE

Early Success in College (Indiana High School Graduates):

Early Success in College Composite: Represents Indiana public college students who met all three indicators of 1) no remedial coursework, 2) earned all credits attempted, and 3) persisted to sophomore year. SOURCE: ICHE
No Remedial Coursework: Represents Indiana public college students NOT identified as deficient in the general competencies necessary for regular postsecondary curriculum in English/language arts and/or mathematics. Both credit and non-credit remedial coursework are accounted for in calculations. SOURCE: ICHE
Earned All Credits Attempted: Represents Indiana public college students who had earned credit hours equal to that of credit hours attempted as of end of term. SOURCE: ICHE
Persistence to Sophomore Year: Represents percentage of Indiana public college students who continued enrollment into the fall semester of the second year at any Indiana public college. SOURCE: ICHE

On-Time College Graduation Rates (College Completion Cohorts):

On-Time (same campus, same degree level): Represents students in college completion cohorts (see above) who completed a degree on time at the same level initially sought at the same Indiana public college/university system in which they initially enrolled. SOURCE: ICHE

Extended College Graduation Rates (College Completion Cohorts):

Extended-Time (Any campus, any degree level within six years): Represents students in college completion cohorts (see above) who completed, within 6 years, any degree at any public institution in Indiana, or at a private or for-profit college/university in Indiana or elsewhere in the United States, provided the college or university participates in the National Student Clearinghouse. SOURCE: ICHE

Disaggregation of Demographic Populations:

Gender: Represents gender, male or female, as reported by IDOE (college going, early success in college) or by Indiana public institutions to ICHE (on-time college completion).
Race/Ethnicity: Represents race/ethnicity as reported by IDOE (college going, early success in college) or by Indiana public institutions to ICHE (on-time college completion). Groups include five mutually exclusive race/ethnicity categories: Asian, Black, Hispanic, Other and White. The "Other" race/ethnicity category includes undeclared, Native American/Alaskan Native, Two or More Races, Native Hawaiian groups. The "Minority" roll-up includes students who were reported as Black or Hispanic.
Socioeconomic Status: For college-going and early success in college indicators, the report defines low-income in one of two ways: whether the student is an enrolled and affirmed 21st Century Scholar – in which they had to have been free or reduced lunch-eligible in 7th or 8th grade – or whether the student received free or reduced lunch during their senior year of high school. For on-time college completion, the report defines low-income in one of two ways: whether the student received a 21st Century Scholarship in their year of entry or whether the student received a Pell grant in their year of entry. Low-income data for all metrics are broken into 21st Century Scholars and non-21st Century Scholars group. For the purpose of this report, higher-income refers to all non-income students. Please note, this does not mean that the students in this group are wealthy, only that they come from higher-income families than other students.
Rural/Non-Rural Classification: Identifies whether a student's high school of graduation is located in a county that falls within a Metropolitan Area established by the Office of Management and Budget. Any county that is not a part of a Metropolitan Area is considered rural. The rural/non-rural classifications for Indiana counties are listed in section I of the following document: ftp://ftp.hrsa.gov/ruralhealth/Eligibility2005.pdf

Achievement Gap Ratio:

Calculation and Interpretation: The achievement gap (AG) measure is calculated as a ratio of metric success rates of the "underrepresented" population and the "majority" population:

$$\frac{Success\ Rates\ of\ Underrepresented\ Population}{Success\ Rates\ of\ Majority\ Population}$$

In statistical terms, the ratio measure is often called relative risk. The measure is used to compare the likelihood of a particular event occurring between two groups of interest. An achievement gap measure of less than 1 signifies that the success rate of the underrepresented population (Ex: minority students) is less than the success rate of the majority population (Ex: White students). In other words, the success event is less likely for a student from the underrepresented population compared to a student from the majority population. Conversely, an achievement gap measure greater than 1 means that the success rate of the underrepresented population (Ex: minority students) exceeds the completion rate of the majority population (Ex: White students), meaning that a student from the underrepresented population is more likely to experience the success event than a student from the majority population. The achievement gap is closed when the AG measure = 1 or the outcome of success is equally likely for both groups of interest.

As stated above, the achievement gap measure is used to compare the likelihood of success between the underrepresented population and the majority population. If the value of the AG measure is xAG, the AG measure value has the following interpretation: "The underrepresented student population is xAG% as likely as the majority student population to experience success." For example, the interpretation of a data point of AG = .5, would be the following: the underrepresented student population is .5 times (as likely) as the majority student population to experience success.

Motivation for Using a Ratio AG Measure:

There are other metrics that could be used to investigate the achievement gap. Another more common metric is the percentage point difference of success rates between two student groups. Generally, ratio statistics yield more accurate results when comparing rate difference across observational units whose rates differ vastly in scale. Metrics and groups with larger success rates in scale will naturally produce larger percentage point differences. Below are two examples:

Example 1: 4% vs 1% and 50% vs 47%
Group 1: 4% vs 1%: 3 percentage point difference; 4.0 ratio value
Group 2: 50% vs 47%: 3 percentage point difference; 1.1 ratio value

These groups of statistics yield the same percentage point difference but very different ratio values.

Example 2: 23% vs 9% (low scale) and 63% vs 46% (high scale)
Group 1: 23% vs 9%: 14 percentage point difference; 2.5 ratio value
Group 2: 63% vs 46%: 17 percentage point difference; 1.4 ratio value

The second group of statistics yield a larger percentage point difference, but these statistics are more similar yield a larger percentage point difference, but these statistics are actually more similar than the first group of statistics according to the ratio value.

Measuring Progress Toward 2025 Goal:

To track progress in meeting the Commission's goal of eliminating achievement gaps by 2025, linear projections based on average progress toward closing gaps were projected out to 2025 from the latest year of data available for a particular metric. The average yearly progress statistic represents an average of all one year increases from the earliest year of data available.